

COURSE OUTLINE

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| Course Title: | Direct Support Professional | |
| CBEDS Title/No.: | Other Health Careers Course | 4298 |
| | Elder Care Intergenerational Services | 4482 |
| Job Title | DOT No. | |
| Residential Care Aide | 355.377-018 | |

Course Description:

This competency-based course prepares students for entry-level positions as direct support professionals working in the California system to deliver services to people with a developmental disability, work with people of all ages in California who have with mental retardation, cerebral palsy, epilepsy, and autism and residential people who require supervision of daily living activities in residential settings. This course includes an understanding of the resident; the role of the direct support professional; an overview of the delivery system and related regulations and legislation; and instruction in, and application of, skills needed for various job responsibilities, including professionalism and teamwork, teaching skills, enhancement of resident psychosocial development, appropriate communication, conflict resolution, health and wellness, common medications and side effects, documentation requirements, and community resources. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, safety, job search/career literacy, and other employment skills essential to success on any job.

Prerequisite: Minimum of 6th grade reading level is recommended.

To participate in work-based learning, students must meet the following requirements:

- Be at least 18 years old before the beginning of on-the-job training and meet the physical requirements of the job.
- Obtain TB and fingerprint clearance.

Total Hours: Up to 100 hours of classroom instruction and up to 80 hours of work-based learning with an administrator or shift supervisor at community training sites.

DIRECT SUPPORT PROFESSIONAL COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for a direct support professional.

Additional hours for career preparation standards are integrated into instruction in content area standards.

| | Classroom <u>Hours</u> |
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| I. CAREER PREPARATION STANDARDS | 18 |
| A. Explain how personal skills development including positive attitude, honesty, self-confidence, time management, and other positive traits, affect employability. | |
| 1. Demonstrate an understanding of classroom and work site policies and procedures. | |
| 2. Discuss the importance of the following personal skills in the service environment: | |
| a. Positive attitude | |
| b. Self-confidence | |
| c. Honesty | |
| d. Self-management/work ethic | |
| e. Stress management/emotional and self-control | |
| f. Dependability and punctual attendance | |
| 3. Identify acceptable work attire and grooming. | |
| 4. Establish goals for self-improvement and further education/training. | |
| 5. Prioritize tasks and meet deadlines. | |
| 6. State the importance of lifelong learning and demonstrate commitment to learning. | |
| B. Demonstrate principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation. | |
| 1. Identify and discuss behaviors of an effective team. | |
| 2. Explain the central importance of mutual respect in workplace relations. | |
| 3. Discuss and demonstrate strategies for conflict resolution and negotiation and explain their importance within the business environment. | |
| 4. Cite laws that apply to sexual harassment in the workplace and identify tactics for handling harassment situations. | |
| 5. Work cooperatively, share responsibilities, and accept supervision. | |
| 6. Demonstrate cooperative working relationships and respect for individual differences. | |
| 7. Discuss the importance of maintaining residents' dignity. | |

- C. Demonstrate good academic skills, critical thinking, and problem-solving skills in the workplace.
 - 1. Demonstrate reading, writing, and basic math skills and identify areas for self-improvement.
 - 2. Gain access to community resources, using directories and/or online resources.
 - 3. Identify steps in the problem-solving process and apply these skills to solve workplace problems:
 - a. Work as a team member in solving problems.
 - b. Accept and give constructive criticism.
 - c. Diagnose the problem, its urgency, and its cause(s).
 - d. Explore possible solutions.
 - e. Identify alternatives and the consequences.
 - f. Compare/contrast the advantages and disadvantages of alternatives.
 - g. Determine appropriate action(s).
 - h. Implement action(s).
 - i. Evaluate results of action(s) taken.
 - j. Document results.
 - k. Demonstrate cooperative working relationships.
- D. Define and employ principles of effective communication.
 - 1. Identify effective communication strategies.
 - 2. Present a positive image through verbal and nonverbal communication and discuss the impact of body language in communication.
 - 3. Demonstrate active listening through oral and written feedback.
 - 4. Respond appropriately to constructive criticism.
 - 5. Identify chain of command.
 - 6. Apply appropriate communication skills with peers, supervisors, and residents, adapting communication style to facilitate understanding as needed.
 - 7. Accurately follow and give clear directions.
 - 8. Orally present information that is accurate, clear, and complete.
 - 9. Apply effective writing skills to compose accurate workplace documentation and correspondences.
 - 10. Interact with residents and their family members courteously.
- E. Meet occupational safety standards, including avoidance of physical hazards.
 - 1. Identify and follow emergency procedures.
 - 2. Accurately report all incidents and accidents.
 - 3. Maintain a safe work environment.
 - 4. Identify and practice standard/universal precautions.
 - 5. Demonstrate proper body mechanics in lifting.

6. Demonstrate cardiopulmonary resuscitation and first aid procedures and obtain CPR/first aid card.
- F. Explore career paths and strategies for obtaining employment.
 1. Identify career opportunities and required education/training.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop a career portfolio containing the following documents:
 - a. Job application;
 - b. Cover letter; and
 - c. Resume
 5. Identify and demonstrate effective interviewing techniques.
 6. Discuss and demonstrate the need to continually seek educational opportunities for professional and personal growth to include (required) continuing education units.
- G. Use changing technology and adapt to it.
 1. Use appropriate communication technology, including phones, fax, pagers, Internet.
 2. State the role of technology in all occupational areas.

II OVERVIEW OF THE PROFESSION

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- A. Research and discuss the philosophy of empowerment, choice, and quality of life standards.
- B. Define and describe the resident served by the profession.
 1. Define developmental disability
 2. Discuss the full range of medical and mental health characteristics of persons with mental retardation, cerebral palsy, epilepsy, and autism.
 3. Demonstrate sensitivity to persons with disabilities.
 4. Explain the importance of maintaining residents' dignity.
- C. Identify components of the service delivery system and explain the role of each of the following:
 1. Department of Developmental Services
 2. Area Board
 3. Regional center
 4. Department of Social Services
 5. Community care facilities
 6. Department of health
 7. Department of mental health
 8. Department of Rehabilitation
 9. Department of Education
 10. Local educational agency/school districts and SELPAs
 11. Adult and Child Protective Services (include ombudsmen).
- D. Define the role of the direct support professional and identify appropriate duties.

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| III. | LEGISLATION AND REGULATIONS | 3 |
| A. | Identify and explain legislation and regulations affecting community care facilities, including the following: | |
| 1. | Lanterman Act of <i>Welfare and Institutions Code</i> | |
| 2. | Title 17 | |
| 3. | Title 22 | |
| 4. | Americans with Disabilities Act and | |
| 5. | Technology related assistance for Individuals with Disabilities Education Act (in California, California Assistive Technology Systems or CATS). | |
| B. | State specific resident choices and rights relative to living in a residential facility | |
| C. | Discuss situations involving conflicts between individual residents' rights and rights of others, including direct service professionals and parents. | |
| D. | Define the role of guardians and conservators. | |
| E. | Identify abuse reporting laws with specific notification requirements. | |
| F. | Discuss the concept of person-centered planning. | |
| IV. | THE DIRECT SUPPORT PROFESSIONAL | 3 |
| A. | Define professionalism and identify aspects of professionalism related to specific life quality standards, including: | |
| 1. | Responsibility | |
| 2. | Positive attitude | |
| 3. | Integrity | |
| 4. | Respect | |
| 5. | Co-management and interdependence. | |
| B. | Explain the importance and give examples of teamwork in community care facilities. | |
| C. | Define confidentiality and identify consequences of a breach. | |
| D. | Explain the role of the direct support professional in maintaining the client's dignity. | |
| V. | INDIVIDUAL PROGRAM PLAN | 3 |
| A. | Define the process of person-centered planning. | |
| B. | Define the role of the direct support professional in the IPP. | |
| C. | Prepare the resident for the IPP conference. | |
| D. | Implement the training/treatment plan. | |
| E. | Document progress toward goal and objective attainment. | |
| VI. | PROFESSIONAL RESPONSIBILITIES: TEACHING SKILLS | 12 |
| A. | Name three learning modalities and give examples of each. | |
| B. | Explain and demonstrate use of modalities in direct relationship to the individual resident. | |
| C. | Identify and/or create positive reinforcers for individual residents. | |
| D. | Demonstrate appropriate teaching techniques for each individual. | |

- E. Explain and perform a task analysis, state when task analyses are appropriate, and explain the relationship of the analysis to effective teaching.
 - F. Define prompts and cues.
 - G. Demonstrate practical application of the prompting hierarchy, from the least to most assistive.
 - H. Explain and demonstrate the process for documenting a resident's progress.
- VII. DIRECT SUPPORT PROFESSIONAL RESPONSIBILITIES: **15**
RESIDENT PSYCHOSOCIAL DEVELOPMENT
- A. Explain resident rights and state the importance of maintaining an open mind toward resident choices.
 - B. Define behavior and analyze behavior as a form of communication or an indication of a medical problem.
 - C. Explain the ABC (antecedent, behavior, and consequence) technique as a strategy for understanding behavior.
 - D. Explore and identify environmental factors that influence behavior.
 - E. Demonstrate redirect interventions.
 - F. Identify barriers to communication.
 - G. Discuss the need for communication assistive devices.
 - H. Identify and use various communication systems.
 - 1. Communication technology
 - a. Augmentative communication devices
 - b. Communication boards
 - 2. American Sign Language (ASL).
 - I. Adapt communication style to facilitate understanding as needed.
 - J. Communicate using the individual's specific learning modality.
 - K. Provide opportunities for integrated socialization.
 - L. Assess resident likes and dislikes.
 - M. Identify opportunities to provide choices.
 - N. Encourage age-appropriate activities.
 - O. Identify recreational opportunities in the home and community with the resident.
 - P. Observe, assess, and document resident progress.
 - Q. Identify activities of daily living for each resident to include areas in need of assistance from the direct support professional:
 - 1. Toileting
 - 2. Grooming
 - 3. Feeding
 - 4. Dressing
 - 5. Personal hygiene
 - 6. Bathing
 - 7. Oral and dental care.

- R. Demonstrate effective verbal and written communication skills in reporting resident progress.
- S. Document all activities as required by state and agency policies.
- VIII. DIRECT SUPPORT PROFESSIONAL RESPONSIBILITIES: 16
HEALTH AND WELLNESS
- A. Define basic medical terminology appropriate to the job.
- B. Interpret medical abbreviations used on prescriptions and in doctors' orders.
- C. Identify the body systems and common diseases associated with each.
- D. Recognize and report symptoms of common diseases.
- E. Discuss seasonal medical conditions and diseases common to people with developmental disabilities (associated with a specific disability).
- F. Identify signs and symptoms requiring first aid and/or medical attention and follow appropriate procedures for assessing care, including the use of 9-1-1.
- G. Demonstrate the proper use of disposable gloves.
- H. Prepare the resident for a doctor's/dentist's visit.
- I. Discuss strategies to report health concerns with the doctors.
- J. State situations in which a doctor must be contacted.
- K. Provide communication back to the facility as to the outcome of the doctors' visit(s).
- L. Discuss the prevalence of issues and concerns related to mental health for the residents.
- M. Recognize factors that contribute to health and wellness:
1. Exercise
 2. Nutrition
 3. Sanitation and hygiene
 4. Rest.
- N. Follow the IPP for health and wellness for each resident.
- O. Discuss the importance of exercise in maintaining good health.
- P. Implement motivational strategies to involve residents in exercise programs.
- Q. Demonstrate safety when using wheelchairs, walkers and/or other adaptive equipment.
- R. Identify major food groups on the food pyramid and give examples of food items for each group.
- S. Explain appropriate alternative choice for each food group.
- T. Explain special diets and identify healthy nutritional practices for individual residents.
- U. Demonstrate modifications for residents requiring adaptive feeding equipment.
- V. Demonstrate appropriate feeding positions for residents.
- W. Discuss and demonstrate proper food handling, preparation, and storage.

- X. Demonstrate sanitation techniques for handling cooking utensils, surface areas, and safe food storage.
 - Y. Demonstrate sanitation practices in dealing with human waste/body fluids.
 - Z. Discuss the importance of proper personal hygiene.
 - AA. Demonstrate proper hand-washing procedures.
 - BB. Explain the importance of good oral and dental hygiene practices for residents and state guidelines
 - CC. List precautions to avoid dehydration.
 - DD. Recognize and respond to emergencies to include follow-up documentation.
 - EE. Discuss and demonstrate universal precautions in infection control.
- IX. **DIRECT SUPPORT PROFESSIONAL RESPONSIBILITIES:** **12**
MEDICATION AND SIDE EFFECTS
- A. List medications common to persons with disabilities and state their purpose.
 - B. Interpret medical abbreviations used on prescriptions.
 - C. Define over-the-counter medication and describe procedures for administration.
 - D. Discuss strategies that eliminate medication errors.
 - E. Explain the role of the pharmacy in maintaining safe practices in the delivery and administration of drugs.
 - F. Identify various forms of medication packaging.
 - G. Recognize and accurately report common adverse reactions to medications.
 - H. State and apply the 5 R's (i.e., right person, right dosage, right route, right time, and right medication).
 - I. Demonstrate self-medication assistance.
 - J. Identify situations in which the DSP may have to call the physician for a professional registered nurse.
 - K. Explain the purpose of the medication logbook and the direct service professional's responsibility for maintaining it accurately.
 - L. State the importance of a central location for storage of medication.
 - M. Document response to medication.
 - N. Accurately communicate medication information with outside agencies working with the resident.
 - O. Recognize and report symptoms of overdose and know when and how to contact poison control.
 - P. Explain procedure for destruction of medication.
 - Q. Develop procedures for safe administration of medication when the resident is away from home.
 - R. File all doctors'/dentists' reports and/or lab slip, and miscellaneous diagnostic test results.

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| X. | DIRECT SUPPORT RESPONSIBILITIES: RESIDENT SAFETY | 6 |
| | A. Identify safety issues involving a person(s) with disabilities, both within the facility and in the community, and implement safeguards for the resident. | |
| | B. Instruct resident in safety practices. | |
| | C. Recognize and report potential environmental hazards especially related to potential harm to persons with disabilities. | |
| | D. Identify and discuss the proper storage of medication, chemicals, and cleaning supplies. | |
| | E. Locate emergency supplies. | |
| | F. Identify and follow required reporting procedures in cases of abuse or suspected abuse. | |
| | G. Conduct emergency procedure drills. | |
| XI. | DIRECT SUPPORT PROFESSIONAL RESPONSIBILITIES: DOCUMENTATION REQUIREMENTS | 6 |
| | A. Accurately complete a Special Incident Report (SIR) for Child and/or Adult Protective Services, Community Care Licensing and Regional Center. | |
| | B. Document progress in relation to IPP. | |
| | C. Make an entry on the seizure activity sheet. | |
| | D. Identify appropriate steps in documenting seizure activity. | |
| | E. Document medication administration and refusal. | |
| | F. Document pertinent resident notes: community outings, doctors' visits, etc. | |
| | G. Correctly handle and document residents' personal spending money and wages or other income. | |
| | H. Recognize when mediation is needed and correctly document related events. | |
| | I. Identify situations when regional center service coordinators can provide assistance. | |
| XII. | DIRECT SUPPORT PROFESSIONAL RESPONSIBILITIES: RESPONSIBILITIES: IDENTIFYING RESOURCES | 3 |
| | A. Develop a listing of community resources. | |
| | B. Identify resources beneficial to individual residents. | |
| | C. Identify strategies to promote and encourage community integration. | |
| XIII. | WORK-BASED LEARNING | 80 |
| | Apply job-specific skill at community work sites according to the program design of the facility. | |

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| Total hours: | 100 |
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